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ABSTRACT

The cohort method was used to compute graduation and dropout rates for 81,847 New York City public high school students who entered grade 9 in 1983-84 and were expected to graduate in June, 1987. Separate studies were conducted for the following: (1) self-contained special education classes whose students were born in 1969 (Special Education Class of 1987); (2) a one-year follow up of the Class of 1986; and (3) preliminary study of the Classes of 1988 and 1989. Findings include the following: (1) the four-year dropout rates for the Classes of 1986 (21.8%) and 1987 (22.4%) were similar, and were expected to rise with additional years in school; (2) most students dropped out in the ninth or tenth grade and most were at least one year overage for their grade; (3) the dropout rate for the Special Education Class of 1987 was 24.1 percent; (4) dropout rates for the Classes of 1988 and 1989 will not differ from those of the Classes of 1986 and 1987; (5) the four-year graduation rates for the Class of 1986 (41%) and 1987 (39.2%) were similar, and were expected to rise with additional years in school; (6) general education students were more likely to graduate than special education students; (7) the assumption that high school is a four-year process may no longer be valid for school management decisions and statistical calculations due to the large number of students who take more than four years to complete high school. Statistical data are presented on four graphs and 19 tables, and two appendices provide a definition of the cohorts (general education) and a school-level analysis--Class of 1987. (FMW)

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OEA Evaluation Report

The Cohort Report:

Four-year Results for the Class of 1987 and an Update on the Class of 1986

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June, 1988

The Cohort Report:

Four-year Results for the Class of 1987 and an Update on the Class of 1986

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THE COHORT REPORT CLASS OF 1987

HIGHLIGHTS

INTRODUCTION

This study used a cohort method to compute graduation and dropout rates. It is not an estimate of these rates; rather, it is an actual head count of the 81,847 students in the Class of 1987, tracking their progress through four years of high school. We also followed up on the status of those students in the Class of 1986 who were still enrolled in the school system for a fifth year.

Since a quarter of its members were still enrolled on June 30, 1987, we cannot yet close the books on the Class of 1987. Dropout and graduation rates reported here for the Class of 1987 are for four years, the traditional duration of high school education; they will rise as the 20,628 students who were still enrolled after four years eventually conclude their high school careers. The graduation and dropout rates for the Class of 1986 are for five years; they will also rise as the 10,931 students still enrolled enter a sixth year of high school.

Therefore, the assumption that high school is a four-year process, underlying many school management decisions as well as the calculation of dropout and graduation rates, may no longer be valid. In the future, we may have to apply a different set of assumptions that takes into account the large number of students who take more than four years to complete high school.

DROPOUTS

- The four-year dropout rate for the Class of 1987 was 22.4 percent (compared to the four-year rate of 21.8 percent for the Class of 1986). The Class of 1987 dropout rate will rise over time.
- Most students dropped out in ninth or tenth grade, even though they had been in high school for three or four years. Accordingly, most dropouts were at least one year over age for their grade.
- The dropout rate for the Special Education Class of 1987 was 24.1 percent.
- After five years, the dropout rate of the Class of 1986 had increased to 26.4 percent. This rate will continue to rise next year.
- Preliminary results suggest that the dropout rates for the Classes of 1988 and 1989 will not differ appreciably from those for the Classes of 1986 and 1987.

GRADUATES

- The four-year graduation rate for the Class of 1987 was 39.2 percent (compared to the four-year graduation rate of 41.0 percent for the Class of 1986). As with the drop out rate, this figure will rise over time.
- General education students were ten times more likely to graduate in four years than special education students.
- After five years, the graduation rate of the Class of 1986 had increased to 45.6 percent. This rate will continue to rise next year.

BEYOND THE FOURTH YEAR: THE CLASS OF 1987

- 20,628 members of the Class of 1987 -- approximately one in four students -- were still enrolled in high school on June 30, 1987.
- About 70 percent of the "still enrolled" group are in grade 11 or 12; about 70 percent attended school on a regular basis in 1986-87.
- 56.1 percent of special education students (more than twice the general education rate) were still enrolled on June 30, 1987.

BEYOND THE FIFTH YEAR: THE CLASS OF 1986

- 15.3 percent of the entire Class of 1986 were still enrolled in school on June 30, 1987, ready to enter a sixth year of high school.

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I. INTRODUCTION

As New Yorkers raise their expectations of public schools, they are asking vital questions. To what extent is the school system meeting its obligations to the young people of our city? Are they leaving our classrooms prepared to meet the challenges of the work world, to make a positive contribution, and to support themselves and the people who rely on them? Do our schools have holding power? Which schools are succeeding in motivating students to complete their high school education?

In recent years, the dropout rate has come to represent an important answer to all of these questions. It has become an extremely visible, dramatic index of the state of our school system, and -- in the eyes of many New Yorkers -- a crucial indicator of our city's social and economic well-being in coming decades. It is announced each year in bold headlines, discussed in editorials, cited in hundreds of articles and speeches throughout the year.

THE FINE PRINT

The dropout rate is a vital statistic, and deserves headlines. At the same time, it deserves all the fine print needed to get across the complexity of this number, and of the methods used to compute it. This report provides that added information. The cohort study profiles a large group of students as they pass through our schools, reporting on their status at the time they were expected to graduate and at key points both before and after that date. It offers a comprehensive, sensible

approach to counting dropouts -- one that reflects what really happens in our schools, rather than the assumptions or projections of data analysts.

Last year, for the first time, the New York City Board of Education issued two reports which addressed the dropout rate. Each applied a different procedure to compute that rate. In addition to the traditional Annual Dropout Report, we prepared the Cohort Dropout Study: The Class of 1986, which tracked the school progress of students who entered ninth grade in 1982-83 and calculated dropout and graduation rates through four years of high school. This year we are formalizing that two-pronged approach, and are issuing updated versions of both reports based on data from the 1986-87 school year. We have changed the name of the Cohort Dropout Study to The Cohort Report since it presents the total range of school outcomes for each class.

WHY TWO REPORTS?

Each methodology (i.e. the "annual" and the "cohort") has distinct advantages. The estimate calculated in the Annual Dropout Report projects, over four years, a dropout rate based on the number and percent of students, age 14 and older, who dropped out of school in a single year. Because this method has been used to compute a dropout rate since 1979, it allows us to see trends over time. It is also the method applied by the New York State Education Department and one that the National Center for Educational Statistics is considering for nation-wide dropout reports.

This year's Annual Dropout Report contains significant new data on dropout rates for various ethnic/racial groups in New York City. The ethnic/racial data were collected by the High School Division last year for the first time. Since we do not have four years of ethnic/racial data, we could not address this question in the cohort report.

For all of these reasons, we continue to issue the Annual Dropout Report. We place much more weight, however, on the cohort method for computing dropout, graduation, and transfer rates, which is the basis for The Cohort Report. This method does not rely on analysts' estimates of four-year dropout rates; rather, it follows tens of thousands of students throughout their high school careers, and reports their actual dropout, graduation, and transfer rates.

AN OVERVIEW OF THIS REPORT

This report analyzes outcomes for the Class of 1987 -- that is, all those students who were expected to graduate in June, 1987. Chapter II defines the cohort, and elaborates on the cohort method. (Appendix A gives more specific information about construction of the cohorts.) Chapter III presents findings for the Class of 1987.

Chapter IV follows up on the Class of 1986. A key finding of last year's cohort report was that on graduation day in June, 1986, about a quarter of the Class of 1986 was still enrolled in the school system (or were of unknown status). We said that we would be able to compute a final dropout rate for the students in

this cohort only after their status was resolved. How many of the students still enrolled in the system in June, 1986 would eventually graduate? How many would drop out? Now, a year later, we have more complete information, and we are in a position to compute a dropout rate for this group based on five years of data.

Chapter V previews our studies of the Classes of 1988 and 1989, offering a glimpse of patterns that are beginning to emerge for those groups. Finally, Chapter VI presents conclusions, placing the dropout rate in context, and offering observations about the characteristics of students who drop out of school.

Our analysis of the Class of 1987 includes outcomes for each public high school. Student mobility is a fact of life in this and other school systems, and complicates the school-level analysis. Our analysis counts the number of students who dropped out of a particular school, no matter how long they had been enrolled there. Appendix B discusses the methodology, and presents a listing of high schools and their outcomes.

DROPOUT PREVENTION EFFORTS

The Cohort Report and the Annual Dropout Report focus on the dropout rate as a statistical phenomenon. They do not address directly the school system's substantive, programmatic efforts to motivate at-risk students to come to school and complete their high school education. These efforts to reduce the dropout rate have been assessed both by the Office of Educational Assessment and by an independent team of researchers from Columbia University Teachers College; evaluation reports are available from the Office of Educational Assessment.

II. METHODOLOGY

DEFINING THE COHORTS

General education students were assigned to the cohort based on the year in which they entered grades 9 through 12. The vast majority of students in the Class of 1987 entered the original cohort which was comprised of all students in grade 9 for the first time during the 1983-84 school year; the rest transferred into the system later and joined the cohort as tenth graders in 1984-85, as eleventh graders in 1985-86, or as twelfth graders in 1986-87. Based on the traditional four-year high school sequence, all of these students were expected to graduate by June, 1987.

Since self-contained special education classes are generally ungraded, age, rather than grade placement, determined membership in the Class of 1987 for special education students. The Special Education Class of 1987 consisted of all students assigned to self-contained special education classes who were born in 1969; these students turned 15 during 1984. No additional students were added beyond the orginial cohort.

Since different definitions were applied to the general education and special education groups, the findings for each are presented separately. Handicapped resource room students are included in the general education group.

Similar criteria were used to define the Classes of 1988 and 1989. The vast majority of these groups entered the original grade 9 cohort in 1984-85 and 1985-86, respectively. (See

Appendix A.)

DEFINITION OF OUTCOMES

An important objective of this study was to compute the actual dropout rate for the New York City public schools, but it asked a more general question: what was the status of the students in various cohorts at the end of the 1986-87 school year? To answer this question, we defined five possible outcomes, assigning every student to one of the following categories:

- Dropouts: students who have been discharged from the school system and who left without enrolling in some other educational program that leads either to a high school diploma or prepares the student for the Test of General Educational Development (G.E.D.), leading to a high school equivalency diploma. This is the definition employed by the State Education Department in calculating dropout rates and is also employed in The Annual Dropout Report.

- Graduates and Other School Completers: students who have received either a high school diploma, G.E.D., or special education certificate.

- Transfers or Students Leaving the School System: students who left the system to enroll in another educational program. This includes students who entered local private schools, left New York City altogether, or entered a non-Board of Education G.E.D. preparation program. Students who died before completing high school are also counted in this category.

- Students Still Enrolled in the School System: students who were still on register as of June 30, 1987.

- Unknown Status: students whose admissions and/or discharges have not been recorded due to either data-entry errors, or delays in data reporting or entry. The status of these students will be clarified in future reports.

THE DATA BASE

The information about students' educational status that forms the basis of this report came from the computerized records compiled and maintained by the Office of Educational Data Services (O.E.D.S.). O.E.D.S. maintains information on each student in the New York City school system in a database known as the Biofile. Since student records are never deleted, even when they leave the school system, the Biofile holds a complete history of each student's passage through the school system.

The Biofile and its related subsystems (including attendance records) have only been in existence since the 1981-82 school year; we have no systematic information on students before that date. As we noted in last year's cohort report, this fact shaped the definitions used to construct the various classes. Given a longer historical record, we might have defined the Class of 1987 as students entering first grade in 1975-76.

Amassing and maintaining a computerized record-keeping system for more than one million New York City students -- past and present -- is a monumental task. Data-entry errors are inevitable, as are lags between the arrival of data at O.E.D.S. and their entry into the database. Working within these constraints, the Office of Educational Assessment has used Biofile data to draw a picture of the Class of 1987 that is as accurate and complete as possible.

III. THE CLASS OF 1987

OVERVIEW

The Class of 1987 contained 81,847 general education students, of whom 86.4 percent entered the cohort as ninth graders in 1983-84. (See Table 1.) Most students (57.7 percent) were of the expected age or younger when they entered the Class of 1987, and consequently were no more than 18 years old in 1987; more than 40 percent were overage for their grade. (See Table 2.) The Class of 1987 was almost evenly divided between males (49.4 percent) and females (50.6 percent).

MAJOR FINDINGS

Figure 1 illustrates the following overall findings for the Class of 1987 at the end of the 1986-87 school year:

- 22.4 percent had dropped out of school.
- 39.2 percent had graduated or received a G.E.D.
- 11.6 percent had been discharged from the school system, either to local private schools or to schools outside New York City.
- 25.2 percent were still enrolled in school.
- 1.6 percent were of unknown status, either because of data-entry errors or because no official admission/discharge transactions had been recorded for them.

These findings are similar to those obtained after four years for the Class of 1986.

Table 3 presents outcomes for the Class of 1987 by year. A small number (2.9 percent) completed their high school education

TABLE 1

Grade and Year of Entry into the Class of 1987

Grade and Year of Entry	N	Percent
9th Grade, 1983-84	70,729	86.4
10th Grade, 1984-85	7,460	9.1
11th Grade, 1985-86	3,030	3.7
12th Grade, 1986-87	628	0.8
Total	81,847	100.0

TABLE 2

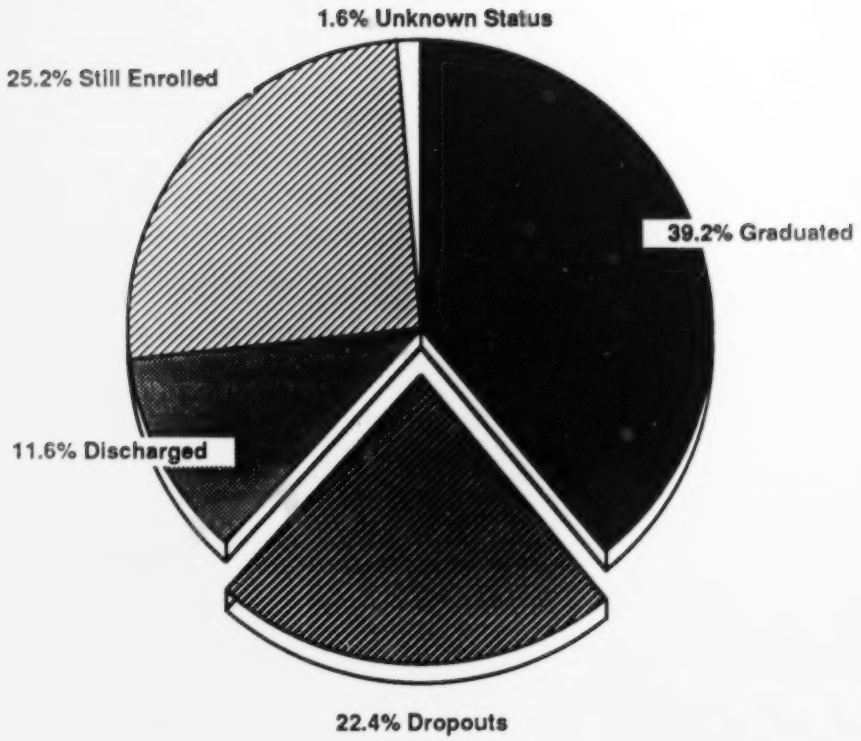
Class of 1987
Age Distribution

(N = 81,847)

Age, as of June 30, 1987	Percent
15 years or below	0.1
16 years	0.2
17 years	4.1
18 years	53.3
19 years	25.1
20 years	11.4
21 years or older	5.8
Total	100.0

Figure 1

Status of the Class of 1987
As of June 30, 1987



Number of Students = 81,847

TABLE 3

Class of 1987
Status by Year of Study

Status	Year of Study 1983-84	1984-85	1985-86	1986-87	Four-Year Total
Dropouts	1,358	4,342	5,914	6,740	18,354 (22.4%)
Graduates and Other School Completers	61	542	1,733	29,760	32,096 (39.2%)
Transfers Out, Other Discharges	1,788	2,682	2,919	2,088	9,477 (11.6%)
Students Still Enrolled as of June 30, 1987	--	--	--	20,628	20,628 (25.2%)
Students With Unknown Status	--	--	--	--	1,292 (1.6%)
Total	3,207	7,566	10,566	59,216	81,847

before the 1986-87 school year, either by earning a G.E.D. or gaining early admission to college. The number of dropouts per year in the Class of 1987 increased in each of the four years covered in this study.

BEYOND THE FOURTH YEAR

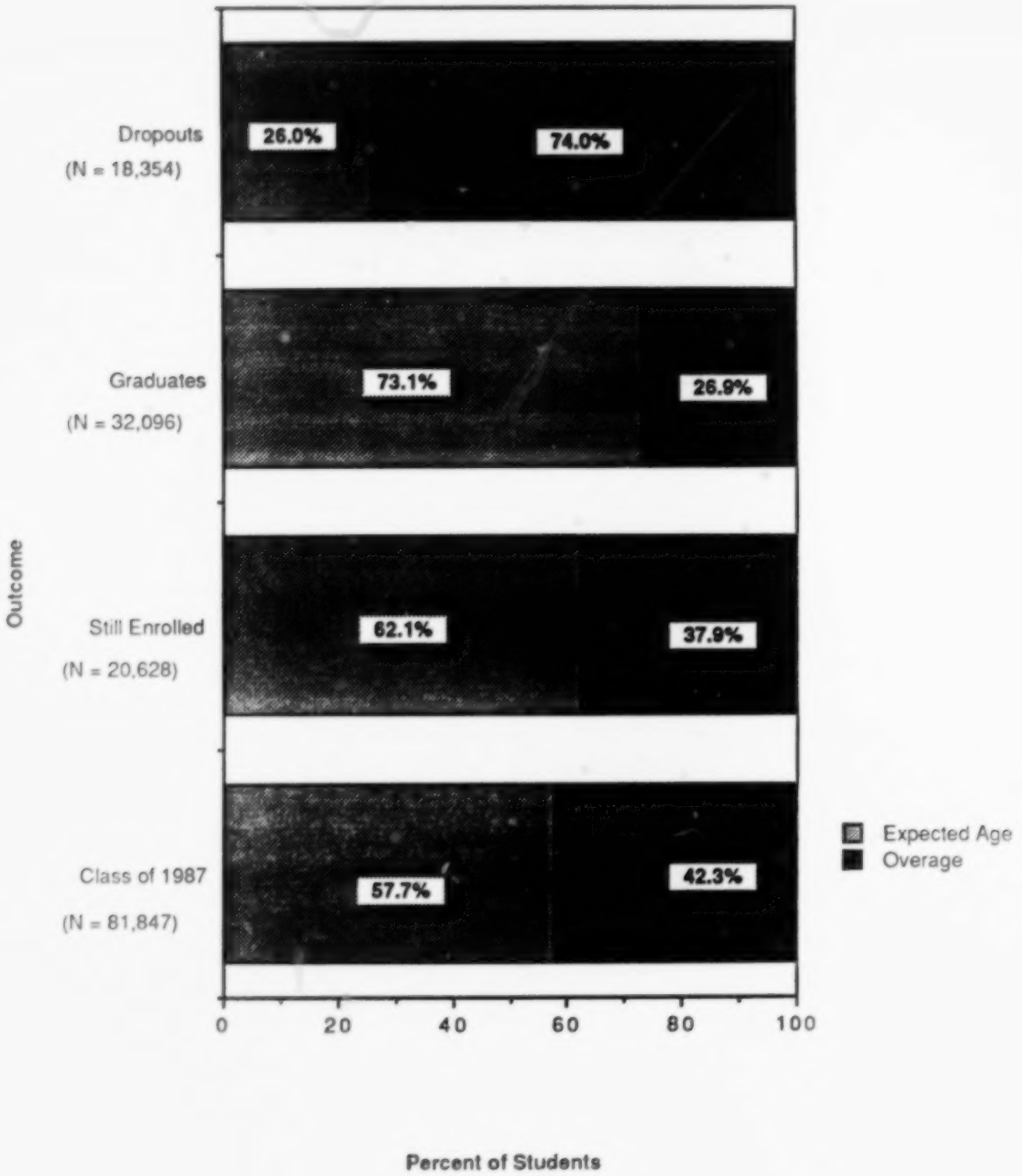
Consistent with last year's findings, one in four members of the Class of 1987 -- a total of 20,628 students -- were still on register on June 30, 1987, and remained in high school beyond the fourth year. More than a third of these students -- 37.9 percent -- had reached their nineteenth birthday by 1987, and therefore were older than the expected age for their grade at the beginning of the 1986-87 school year. (See Figure 2.) Clearly, students are taking longer to complete their education, and the common assumption that high school is a four-year process to be completed by age 18 may no longer be valid for a substantial portion of any New York City graduating class.

This finding has far-reaching implications for the calculation of both dropout and graduation rates. Analysts estimating dropout rates have always assumed that all students spend four years in high school. Indeed, this assumption has guided the calculation of estimated four-year dropout rates for The Annual Dropout Report. Data for the Class of 1987 support last year's conclusion: this assumption is no longer tenable.

Students who remain on register after their expected graduation day can be expected to have the same range of outcomes as those spending four years in high school: some will graduate;

Figure 2

Age Distribution of the Class of 1987 in 1987



some will drop out; some will be discharged to other schools; and some will continue to be enrolled for yet another year of high school. We therefore cannot close the books on any class after only four years. We will have more complete information after the fifth and sixth years; of course, technically, we will not know outcomes for every member of the Class of 1987 until the 1989-90 school year, when the last of these students will reach age 21 and "age out" of the system.

A CLOSER LOOK AT THE OUTCOMES

Dropouts

Figure 2 presents the age of students in June, 1987 by outcome. The figure indicates a relationship between school outcomes and age for grade. Specifically, dropouts were almost three times as likely to be overage for grade as were graduates. Although this does not imply a causal relationship, it does indicate that being overage for grade places a student at risk for dropping out of school.

Table 4 reports the grade level at which students dropped out, and shows that the great majority -- more than 70 percent -- dropped out during the ninth or tenth grade.

Finally, Table 5 indicates reasons for dropping out as defined by O.E.D.S. dropout categories. Relatively few students dropped out to enter military service or gain job training; more than four out of five fell into the "Other -- Over 17, Not Included in Any Other Category" or "Not Found" categories. In short, we have the least information about the largest group of dropouts.

TABLE 4

Class of 1987
Grade of Students Dropping Out

(N = 18,354)

Grade at Dropout	Percent
Ninth Grade	31.1
Tenth Grade	41.3
Eleventh Grade	14.9
Twelfth Grade	2.2
Special Education	4.1
Missing Data	6.4
Total	100.0

TABLE 5

Class of 1987
Reasons for Students Dropping Out

(N = 18,354)

Reason for Dropping Out	Percent
Obtained Employment Certificate	3.9
Admitted to Business or Trade School	2.6
Not Found	6.1
Enrolled in Auxiliary Services for the High Schools*	5.6
Enrolled in an Outreach Center*	2.0
Enrolled in a New York City Public Evening High School to Continue Work toward a High School Diploma*	1.7
Enrolled in Job Corps or Other Similar Vocational Training Program	2.6
Entered Military Service	0.3
Other--Over 17, Not Included in Any Categories Above	75.2
Total	100.0

*Without confirmed admission to this program.

School Completers

A total of 39.2 percent of students in the Class of 1987 completed their high school education by June 30, 1987. Of these students, females were slightly more likely to graduate than their male counterparts (55.2 and 44.8 percent, respectively). Figure 2 shows that one in four of these students was overage in 1987.

The vast majority of graduates (92.7 percent) completed high school in 1986-87. Not all of them received a high school diploma; Table 6 shows that one in ten graduates received a G.E.D.

Transfers Out

Over the four years of the study, 11.6 percent of the Class of 1987 -- 9,477 students -- were discharged from the school system as other than dropouts. "Discharged" encompasses a range of reasons for leaving the school system; Table 7 presents a breakdown of this group into various discharge categories. The largest category, "Removal from New York City," is used by O.E.D.S. when a student's discharge is confirmed by the accepting school outside the boundaries of New York City. A similar confirmation is required for students enrolled in full-time high school equivalency programs.

Students Who Remain Enrolled

These are the students who neither completed school, nor left the system, within the expected four-year period. We will continue to monitor their status in their fifth year of high

TABLE 6

Class of 1987
Diplomas Received
by June, 1987

Diploma Granted	Percent of: Class of 1987 Graduates (N = 32,096)	Full Class of 1987 (N = 81,847)
High School Diploma	88.3	34.6
Special Eduation (including I.E.P.*)	0.3	0.1
G.E.D.	11.4	4.5
Total	100.0	39.2

*I.E.P. - Individual Educational Plan

TABLE 7

Class of 1987
Reasons for Student Transfer
and Other Non-Dropout Discharges

(N = 9,477)

Reason	Percent
Admitted to Parochial School	7.4
Admitted to Private School	5.1
Private Instruction at Home (Non-Board of Education)	0.1
In Institution (Non-Board of Education)	1.6
Moved from New York City*	71.6
Deceased	1.0
Home Instruction (Board of Education)	0.3
Over 21 Years Old	1.0
Enrolled in a Full-Time High School Equivalency Program (other than in Auxiliary Services or Outreach Centers)**	11.9
Total	100.0

*Confirmed admission to another school outside N.Y.C.
**Confirmed admission to program.

school (and longer, as necessary).

To determine whether they were actively enrolled during 1986-87, we looked at their attendance records; Table 8 displays this information for fall, 1986 and spring, 1987. The percentage of active students who were absent fewer than 21 days exceeded 60 percent in the fall, and 55 percent in the spring.

We found, in short, that the majority of these students were continuing to attend school regularly. Table 9 reports that more than 70 percent of those still enrolled were in grade 11 or 12 in June, 1987; these students are reasonably well-situated to move toward high school graduation. Those who were still in grade 9 or 10 -- about 21 percent -- are at much greater risk for becoming dropouts.

Unknown Status

A total of 1,292 students (1.6 percent) of the Class of 1987 were of unknown status at the end of June, 1987. These students were listed as enrolled, but the Biofile did not contain the information that would allow assessment of their school status. As schools and O.E.D.S. make corrections to the Biofile and its related subsystems, we expect to be able to identify outcomes for many of these students.

STUDENT MOBILITY

We looked at student mobility to determine the number of schools attended by students in each outcome category. Figure 3 shows that overall, most students attended only one school

TABLE 8

Class of 1987
Attendance of Students Still Enrolled
in the New York City School System
on June 30, 1987

(N = 20,628)

Number of Days Absent	Percent
Fall, 1986 Semester:	
0 to 10 Days	39.9
11 to 20 Days	23.3
21 to 30 Days	11.2
31 to 40 Days	5.1
Over 40 Days	6.5
No Record of Attendance	14.0
Total (Fall, 1986)	100.0
Spring, 1987 Semester:	
0 to 10 Days	39.5
11 to 20 Days	17.3
21 to 30 Days	10.5
31 to 40 Days	5.7
Over 40 Days	10.2
No Record of Attendance	16.8
Total (Spring, 1987)	100.0

TABLE 9

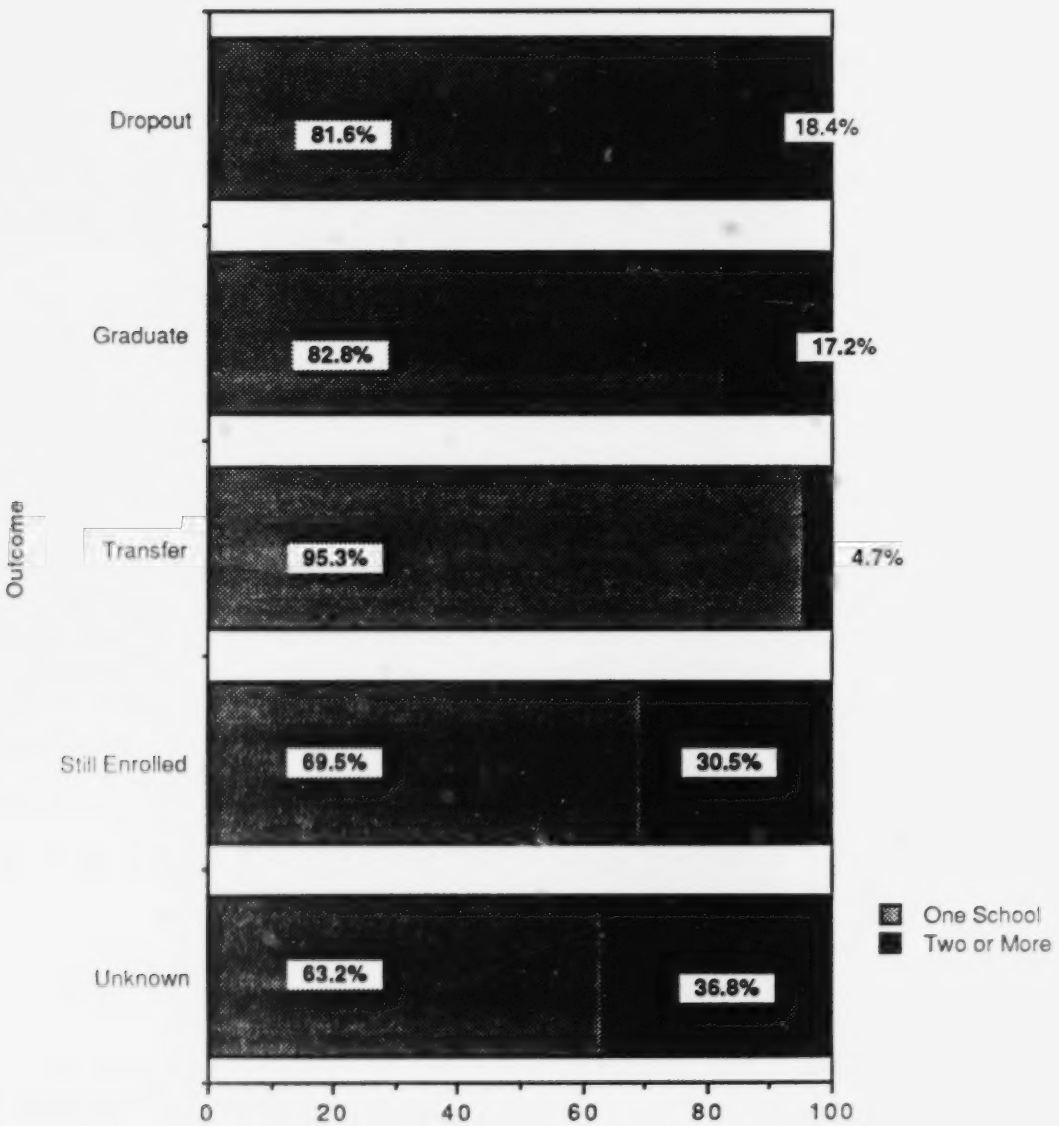
Class of 1987
Grade Placement of Students Still Enrolled
in School as of June 30, 1987

(N = 20,628)

Grade	Percent
Ninth Grade	4.5
Tenth Grade	16.9
Eleventh Grade	31.3
Twelfth Grade	39.1
Special Education	3.3
Missing Data	4.9
Total	100.0

Figure 3

Number of Schools Attended by Members of the Class of 1987, by Student Outcome



during their high school career. More than 80 percent of dropouts attended only one high school. This finding, suggests that the great majority of students leave the high school that they first attend. Figure 3 further suggests a relationship between changing schools and attending high school beyond four years. Still-enrolled students, including those of unknown status (many of whom are probably still enrolled), were more likely than students in other status groups to have attended more than one school.

SCHOOL-LEVEL ANALYSIS FOR THE CLASS OF 1987

In addition to Citywide outcomes for the Class of 1987, this year's report also presents outcomes for every high school in the system. Appendix B presents this information, and discusses some related methodological issues.

THE SPECIAL EDUCATION CLASS OF 1987

We defined the Special Education Class of 1987 as students in self-contained special education programs who were born in 1969. By June, 1987 these students were between seventeen and one-half and eighteen and one-half years old. A total of 7,831 students matched this description.

Unlike the general education group, to which males and females belonged in equal numbers, males outnumbered females in the special education group by better than two to one: 68.9 percent were male, and 31.1 percent were female. This disparity is characteristic of special education enrollments nationwide.

Table 10 presents outcomes for the Special Education Class of 1987. Table 10 shows a steady rate of transfers out -- about four percent each year -- and a sharp rise in the number of dropouts each year of high school. The percentage of special education dropouts (24.1 percent) is higher than that for the general education Class of 1987; moreover, general education students were ten times more likely to graduate or complete school in four years than special education students; 39.2 percent and 3.3 percent, respectively. The percentage (56.1 percent) of special education students who were still enrolled in school on June 30, 1987 is more than twice the percentage of general education students.

TABLE 10

Class of 1987
Status of Special Education by Year of Study

Outcomes	Year of Study 1983-84	1984-85	1985-86	1986-87	Total
Dropouts	25	82	449	1,332	1,888 (24.1%)
Graduates and Other School Completers	2	3	33	222	260 (3.3%)
Transfers Out, Other Discharges	336	296	302	276	1,210 (15.5%)
Students Still Enrolled As of June 30, 1987	--	--	--	4,394	4,394 (56.1%)
Students With Unknown Status	--	--	--	79	79 (1.0%)
TOTAL	363	381	784	6,303	7,831

IV. THE CLASS OF 1986 -- ONE YEAR LATER

The four-year results of the Cohort Dropout Study: Class of 1986 found that 21.4 percent (24.9 percent including those of "unknown status") of its members neither completed nor left school by June, 1987, and entered a fifth year of high school. For this reason, we could not close the books on graduation and dropout accounting for the Class of 1986 after the expected four years. At the time we released the report, we planned a series of follow-up studies to compute the dropout and graduation rates at intervals, as the continuing students completed their high school education.

A preliminary follow-up, released in November, 1987, analyzed the status of the Class of 1986 after an additional school year, in June, 1987. The follow-up presented here also goes through June, 1987, but is updated based on the findings from the Discharge Verification Report (D.V.R.). O.E.D.S. uses the D.V.R. in October to confirm the status of all students discharged from the New York City public high schools for the previous school year, ending June 30. Discharged students fall into one of three categories: graduate, dropout, or transfer. On the basis of the D.V.R., inaccurate classifications are corrected, and the Biofile is updated to reflect the more accurate data. The outcomes for the Class of 1986 presented below take these corrections into account.

In June, 1986, 17,818 (including 2,522 of "unknown status") members of the Class of 1986 were still enrolled in school.

Table 11 shows the status of the Class of 1986 at the end of four years and updated results for the Class of 1986 as of June 30, 1987, one year after the class's expected graduation date. The updated results are affected by the following: outcomes for Class of 1986 students who attended a fifth year of high school; changes in the June, 1986 final status of students (i.e. dropouts and other discharged students who returned to public school during the 1986-87 school year); and correction of data-entry errors. Both the graduation and dropout rates rose by 4.6 percent, to 45.6 percent and 26.4 percent, respectively. Correspondingly, the percentage of students who remained enrolled (entering a sixth year of high school) decreased to 15.3 percent. Figure 4 illustrates the updated data.

When we examined the records of the 3,272 members of the Class of 1986 who graduated in their fifth year of high school, we found that:

- At the time they graduated, over 95 percent were at least one year overage and nearly 25 percent were two years overage.
- 16.5 percent received a G.E.D. diploma, compared to 11.9 percent of school completers for the cohort as a whole.

Virtually all of the 10,931 students who were still enrolled at the end of the 1986-87 school year were between 19 and 21 years of age. About two-thirds of these students (68 percent) were in grades 11 or 12 in June, 1986; we expect a substantial number of these students to complete high school during their sixth year. An additional 21 percent were in grades 9 or 10 in June, 1986. These students are more than three years older than

TABLE 11

Class of 1986
Four-Year and Five-Year Status

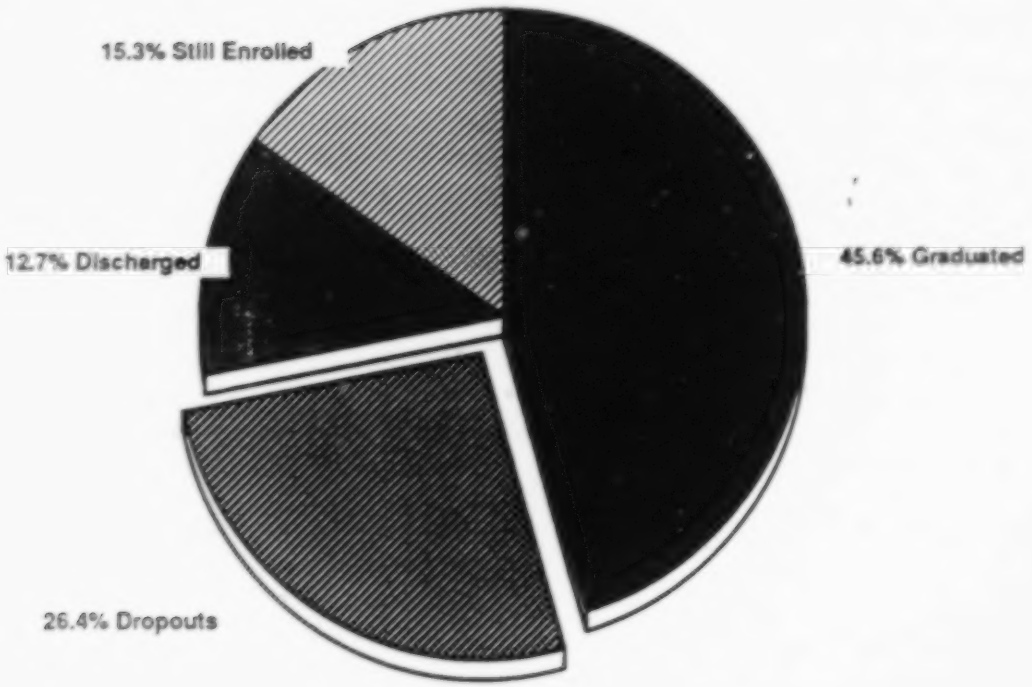
	Year of Study			
	Year 4		Year 5	
Status	N	Percent	N	Percent
Dropouts	15,602	21.8%	18,888	26.4%
Graduates and Other School Completers	29,310	41.0	32,582	45.6
Transfers Out Other Discharges	8,754	12.3	9,083	12.7
Students Still Enrolled*	17,818	24.9	10,931	15.3
Total	71,484	100.0	71,484	100.0

*Includes students of unknown status.

Figure 4

Status for the Class of 1986, As of June 30, 1987

(includes D.V.R. Update)



Number of Students = 71,484

the expected age for their grades; we expect that they will drop out of school, if many have not done so already. The fact that these students remain on register is probably due to delays in data entry.

V. THE CLASSES OF 1988 AND 1989 -- PRELIMINARY FINDINGS

Our cohort studies show that it takes six or more years of data to report final graduation and dropout rates for each cohort. It is certainly too early to hazard conclusions about the Classes of 1988 and 1989. We can, however, offer a glimpse of patterns as they begin to emerge.

THE CLASS OF 1988

In June, 1987, when under normal progress they would have been in 11th grade, the Class of 1988 included 82,304 students. Females accounted for 50.7 percent of the class; males accounted for 49.3 percent. Nine out of ten students entered the cohort as ninth graders in 1984-85; the rest entered as tenth or eleventh graders over the next two years. (See Table 12.) Table 13 shows age distribution in 1987: more than half (54.3 percent) were 17 years old, the expected age; more than 40 percent were overage -- 18 or older.

Table 14 indicates preliminary status data. Not surprisingly, the largest group (71.0 percent) were still enrolled in June, 1987; of course, students in this cohort were not expected to graduate until a year later. Nevertheless, a small number (2.9 percent) had already completed their high school education, and 13.7 percent had dropped out.

THE CLASS OF 1989

In June, 1987, when under normal progress they would have been in 10th grade, this class included 75,337 students. Again,

TABLE 12

Grade and Year of Entry for Members of the Class of 1988

Grade and Year of Entry	Number of Students	Percent of Students
9th Grade, 1984-85	73,438	89.3
10th Grade, 1985-86	5,962	7.2
11th Grade, 1986-87	2,904	3.5
Total	82,304	100.0

TABLE 13

Class of 1988
Age Distribution in 1987

(N = 82,304)

Age,as of June 30, 1987	Percent
16 years or below	4.4
17 years	54.3
18 years	26.3
19 years	10.3
20 years	3.0
21 years or above	1.7
Total	100.0

TABLE 14

Class of 1988
Status as of June 1987

(N = 82,304)

Status	Percent
Dropouts	13.7
Graduates and Other School Completers	2.9
Transfers and Other School Discharges	10.7
Active Students, Still Enrolled	71.0
Students with Unknown Status	1.7
Total	100.0

females and males were about equally divided: 50.2 percent females; 49.8 percent males. Table 15 shows that more than 90 percent of students entered the Class of 1989 as ninth graders during the 1985-86 school year. Table 16 reports age distribution, and shows that 57 percent of students were 16 -- the expected age; 43 percent were overage for grade.

Table 17 presents preliminary findings for this group. Again, as expected, more than 80 percent were actively enrolled and continuing in school. Another 0.7 percent had already completed their high school education, and 6.3 percent had dropped out.

COMPARISON OF DROPOUT RATES ACROSS CLASSES

Without complete data for all classes, we can only compare dropout rates on a year-by-year basis. Table 18 compares the percentages of each cohort that dropped out in their first, second, third, or fourth year of high school. Table 19 compares cumulative dropout rates of the four cohorts.

These results show that all three classes have approximately the same dropout rates for each year. At the same time, all cohorts show a steady increase in the annual dropout rate each successive year, leveling off in the fourth year of study. The increase may stem, in part, from the fact that each year until year four, more students reach their sixteenth birthday -- the age at which the

TABLE 15

Grade and Year of Entry for Members of the Class of 1989

Grade and Year of Entry	Number of Students	Percent of Students
9th Grade, 1985-86	68,737	91.2
10th Grade, 1986-87	6,600	8.8
Total	75,337	100.0

TABLE 16

Class of 1989
Age Distribution in 1987

(N = 75,337)

Age, as of June 30, 1987	Percent
16 years or below	57.0
17 years	28.0
18 years	10.0
19 years	3.0
20 years	1.0
21 years or above	1.0
TOTAL	100.0

TABLE 17

Status of the Class of 1989
in June, 1987

(N = 75,337)

Status	Percent
Dropouts	6.3
Graduates and Other School Completers	0.7
Transfers and Other School Discharges	8.1
Active Students, Still Enrolled	83.2
Students with Unknown Status	1.7
Total	100.0

TABLE 18

Comparison of Dropout Rates for the Classes of 1986, 1987, 1988, and 1989, by Year of Study

Year of Study	Percent of Dropouts for: Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,304)	Class of 1989 (N=75,337)
One	1.3	1.7	1.5	1.1
Two	4.7	5.3	4.2	5.2
Three	7.2	7.2	8.0	N/A
Four	8.8	8.2	N/A	N/A
Five	4.4	N/A	N/A	N/A
TOTAL	26.4	22.4	13.7	6.3

TABLE 19

Cumulative Dropout Rates for the Classes of 1986, 1987, 1988, and 1989, by Year of Study

Year of Study	Cumulative Percent of Dropouts for the: Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,304)	Class of 1989 (N=75,337)
One	1.3	1.7	1.5	1.1
Two	6.0	7.0	5.7	6.3
Three	13.2	14.2	13.7	N/A
Four	22.0	22.4	N/A	N/A
Five	26.4	N/A	N/A	N/A

system allows a student to leave school for employment.* As mentioned above, grade placement and age appear to play a major role as well. Many dropouts were found to be in grades 9 or 10, even though they had been in high school for three or four years; many were one or two years beyond the expected age for their grade. It appears that students who are behind at least one grade in high school and who consequently are overage for grade are more likely than other students to drop out when they reach their sixteenth birthdays.

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* New York State Education Law requires students to attend school from 6 to 16 and provides for local action regarding compulsory attendance of unemployed minors between 16 and 17. Exercising this option, the New York City Board of Education requires school attendance between six and 17 years of age, except for legally employed students over 16.

VI. CONCLUSIONS

THE CLASS OF 1987 -- GENERAL EDUCATION STUDENTS

The cohort method of computing graduation and dropout rates involves longitudinal study of groups of students selected at a given point in time (in this case students who entered grade 9 in 1983-84.) For the purposes of this study, we followed the high school careers of 81,847 students in the Class of 1987, determining the school status as of June 30, 1987, of each individual. These are our major findings:

Dropouts:

- We computed a four-year dropout rate of 22.4 percent. The Class of 1987 dropout rate will undoubtedly rise, since some of the 20,628 students who remained enrolled after June 30, 1987 will eventually drop out.
- The dropout rate of 22.4 percent was slightly higher than the 21.8 percent four-year rate computed for the Class of 1986.
- Most dropouts left in ninth or tenth grade, even though they had been in high school for three or four years. Accordingly, most dropouts were at least one year overage for their grade.
- Most dropouts left the first high school they attended.
- Fewer than 10 percent of dropouts left school for confirmed employment opportunities, including military service or business or trade school. We have no information about what happens to the majority of dropouts after they leave school.

Graduates:

- 39.2 percent of the Class of 1987 had graduated at the end of the traditional four years of high school. The Class of 1987 graduation rate will also undoubtedly increase.
- 34.6 percent of the Class of 1987 received high school diplomas; 4.5 percent received G.E.D.'s.

- The four-year graduation rate of 39.2 percent was slightly lower than the 41.0 percent four-year rate computed for the Class of 1986.

- More than 20 percent of graduates were over age 18, the expected age, when they received their diplomas.

- Most graduating students spent their high school careers in the school they first attended.

Beyond the Fourth Year:

- 20,628 members of the Class of 1987 -- about one in four students -- were still enrolled in high school on June 30, 1987.

- About 70 percent of the "still enrolled" group were in grade 11 or 12. Further, about 70 percent of the students still enrolled attended school on a regular basis in 1986-87. These findings suggest that a large percentage of still-enrolled students are progressing toward eventual graduation.

- The assumption that high school is a four-year process, which underlies many school management decisions, as well as calculation of dropout and graduation rates, may no longer be tenable. A different set of assumptions may need to be applied in the future.

OTHER COHORTS

This study also presented findings for other cohorts. These are the major findings.

The Special Education Class of 1987:

- 24.1 percent had dropped out of school by June 30, 1987.

- 3.3 percent had completed their high school education by June 30, 1987. (General education students were ten times more likely than special education students to graduate or complete school.)

- Most students in this cohort -- 56.1 percent -- were still enrolled in school as of June 30, 1987.

The Class of 1986 -- One Year Later:

- Both the graduation and dropout rates rose by 4.6 percent. The five-year graduation rate was 45.6 percent; the five-year dropout rate was 26.4 percent.
- These are not final graduation or dropout rates, since 15.3 percent of the Class of 1986 continued into a sixth year of high school.
- Fifth-year graduates were somewhat more likely to receive G.E.D. diplomas than those who completed high school after four years.

The Classes of 1988 and 1989:

- Preliminary results suggest that the dropout rate will not change substantially for these classes.
- Approximately 40 percent of each class was overage for grade when they entered high school.

FOLLOWING UP ON THIS STUDY

The findings of this study are necessarily preliminary. With 20,628 members still enrolled in school, it is far too early to close the books on the Class of 1987; or the Class of 1986 for that matter. The Office of Educational Assessment will follow up on this report, factoring in outcomes for "still enrolled" students as they graduate or leave school, and computing dropout and graduation rates through the fifth year of high school and beyond if necessary.

In addition, we will make every effort to resolve the status of students in the "unknown status" category. While we can update information, the percentage of students included in this group will remain an open issue in future years unless it is resolved through an annual, independent audit of the Student Information System.

APPENDICES

APPENDIX A

DEFINITION OF THE COHORTS
(General Education)

Students in the Class of 1987 were in one of the following categories:

- First-time entrants into ninth grade during the 1983-84 school year. (Students retained in the ninth grade from a previous year are not included in the Class of 1987.)
- Students who transferred into the New York City school system in tenth grade during the 1984-85 school year.
- Students who transferred into eleventh grade during the 1985-86 school year.
- Students who transferred into the twelfth grade during the 1986-87 school year.

Based on the usual four-year high school sequence, all of these students were expected to graduate by June, 1987. Similarly, students in the Class of 1988 fell into one of the following categories:

- students entering the ninth grade for the first time during the 1984-85 school year;
- students who transferred into the tenth grade in 1985-86 from outside of the New York City school system; or
- students who transferred into the eleventh grade in 1986-87 from outside of the New York City school system.

Students in the Class of 1988 who enter the school system in the 1987-88 school year will be included as part of the cohort in the next report. Finally, the Class of 1989 encompassed the following categories of students:

- students entering ninth grade for the first time during the 1985-86 school year; or

- students who transferred into the tenth grade during the 1986-87 school year from outside of the New York City school system.

As with the Class of 1988, the Class of 1989 will eventually include students who transferred into the eleventh grade in 1987-88 or the twelfth grade in 1988-89.

APPENDIX B

SCHOOL-LEVEL ANALYSIS -- THE CLASS OF 1987

By analyzing data from the Biofile, the Office of Educational Assessment computed a dropout rate for the Class of 1987 citywide. In addition, we calculated dropout rates for each high school in the City.

Since many members of the Class of 1987 attended more than one New York City high school, the Office of Educational Assessment studied three possible approaches to calculating dropout rates for individual schools. For analytic purposes, we considered assigning a dropout to:

- the school last attended
- the school first attended
- the school most attended (i.e., for the longest period)

When we conducted studies to determine how each approach would affect outcomes, we found that, with one set of exceptions, the differences were negligible. (The exceptions were alternative schools; since they are designed to accept at-risk students from other high schools, they would obviously show few dropouts if the "first attended" approach were adopted.)

Since outcomes were expected to be virtually the same with any approach, we chose the "last attended" strategy. This was the most obvious choice, since these were the schools from which the students dropped out. Also, it was the most straightforward approach to available data.

TABLE B-1

Outcomes For The Class of 1987,
by School And Superintendency
(Numbers of Students)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Art & Design	48	290	24	37	16	415
A. Philip Randolph	66	217	17	42	0	342
Chelsea	46	100	44	24	1	215
Fashion Industries	59	189	74	47	1	370
F. H. Laguardia	118	436	20	66	1	641
George Washington	307	186	293	82	6	874
Graphic Comm. Arts	118	140	108	28	2	396
Humanities	67	184	38	110	2	401
Julia Richman	238	259	263	79	8	847
Louis D. Brandeis	225	183	242	100	3	753
Mabel D. Bacon	81	147	36	25	0	289
Martin Luther King, Jr.	123	213	169	48	8	561
Math And Science	43	164	8	25	0	240
Murry Bergtraum	147	446	57	61	1	712
Norman Thomas	171	443	62	35	4	715
Park West	170	193	241	80	0	684
Seward Park	331	364	229	111	7	1,042
Stuyvesant	69	580	4	44	1	698
Washington Irving	172	266	173	65	2	678
Manhattan	2,599	5,000	2,102	1,109	63	10,873

TABLE B-1 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Adlai E. Stevenson	314	411	302	171	2	1,200
Alfred E. Smith	184	110	35	26	1	356
Bronx H.S. Of Science	87	632	8	54	0	781
Christopher Columbus	194	381	193	94	6	868
Dewitt Clinton	364	320	339	125	3	1,151
Evander Childs	234	257	250	117	4	862
Grace Dodge	101	239	114	78	2	534
Harry S. Truman	142	322	73	83	1	621
Herbert H. Lehman	129	315	122	44	3	613
James Monroe*	250	25	202	82	2	561
Jane Addams	54	127	53	13	1	248
John F. Kennedy	506	541	320	202	11	1,580
Morris	116	100	182	100	2	500
Samuel Gompers	88	139	68	44	0	339
South Bronx	67	44	105	39	3	258
Theodore Roosevelt	227	213	396	202	8	1,046
University Heights	16	0	0	0	0	16
Walton	229	311	228	111	4	883
William H. Taft	189	172	353	116	7	837
Bronx	3,491	4,659	3,343	1,701	60	13,254

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

TABLE B-1 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Bushwick*	279	24	227	118	3	651
Canarsie	166	294	52	76	6	594
Clara Barton	132	382	43	41	0	598
East New York	73	73	95	41	1	283
Edward R. Murrow	82	520	13	48	1	664
Erasmus Hall	284	389	305	130	6	1,114
Franklin D. Roosevelt	222	434	147	229	2	1,034
George W. Wingate	340	132	148	108	12	740
James Madison	192	440	110	109	1	852
John Dewey	264	499	58	75	2	898
Midwood	76	494	40	50	5	665
New Utrecht	214	399	151	93	8	865
Paul Robeson	0	0	2	0	0	2
Prospect Heights	241	137	117	83	6	584
Samuel J. Tilden	217	349	110	94	3	773
Sheepshead Bay	148	260	101	67	1	577
South Shore	195	537	82	138	5	957
Thomas Jefferson	104	99	184	76	0	463
William H. Maxwell	63	203	75	34	0	375
Brooklyn	3,292	5,665	2,060	1,610	62	12,689

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

TABLE B-1 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Abraham Lincoln	143	260	103	62	3	571
Automotive	99	98	82	30	1	310
Boys And Girls	314	188	362	77	3	944
Brooklyn Technical	222	584	14	99	0	919
Curtis	95	227	59	64	3	448
Eastern District	330	241	402	201	4	1,178
Eli Whitney	85	83	86	29	0	283
Fort Hamilton	316	410	200	97	6	1,029
George Westinghouse	143	197	45	33	12	430
John Jay	269	192	173	72	2	708
Lafayette	236	230	114	77	1	658
New Dorp	170	499	111	63	1	844
Port Richmond	122	386	74	76	0	658
Ralph Mckee*	65	7	30	17	0	119
Sarah J. Hale	158	205	260	62	3	688
Staten Island Technical	1	61	0	0	0	62
Susan Wagner	106	430	63	63	2	664
Telecommunications	0	2	6	1	1	10
Tottenville	108	647	93	90	4	942
William E. Grady	138	162	36	36	0	372
BASIS	3,120	5,109	2,313	1,249	46	11,837

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

TABLE B-1 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Andrew Jackson	207	294	186	114	2	803
August Martin	139	305	37	34	0	515
Aviation	171	211	41	40	0	463
Bayside	145	435	48	107	2	737
Beach Channel	131	206	114	84	3	538
Benjamin Cardozo	144	413	38	96	2	693
Far Rockaway	165	243	156	103	5	672
Flushing	188	321	78	135	5	727
Forest Hills	131	641	91	96	2	961
Francis Lewis	138	307	73	63	2	583
Franklin K. Lane	241	452	355	117	10	1,175
Grover Cleveland	178	477	247	90	4	996
Hillcrest	237	499	139	125	1	1,001
Jamaica	174	427	42	146	2	791
John Adams	130	400	173	97	3	803
John Bowne	148	468	79	148	4	847
Long Island City	129	213	117	94	4	557
Martin Van Buren	79	399	39	62	1	580
Newtown	312	622	130	231	17	1,312
Queens Vocational	91	152	68	35	3	349
Richmond Hill	101	247	124	73	3	548
Springfield Gardens	221	249	116	104	6	696
Thomas Edison	118	213	95	43	0	469
Townsend Harris	0	0	0	1	0	1
William C. Bryant	232	440	193	123	3	991
Queens	3,950	8,634	2,779	2,361	84	17,808

TABLE B-1 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total
Bronx Regional	84	21	62	12	3	182
Brooklyn College Academy	11	1	1	1	1	15
City-As-School	244	138	56	22	12	472
Concord	33	25	33	6	1	98
High School Redirection	104	38	198	18	3	361
International School	2	0	0	2	1	5
Liberty	0	0	0	0	0	0
Lower East Side Prep	66	85	123	45	3	322
Middle College	71	61	25	17	1	175
N.Y.C. Voc. Training Center	15	13	4	1	1	34
Pacific	125	12	31	18	2	188
Park East	42	23	58	26	3	152
Phoenix School	42	20	29	0	20	111
Satellite Academy-Brooklyn	1	10	15	0	0	26
Satellite Academy-Manhattan	195	132	106	13	12	458
Street Academy-Brooklyn	16	17	31	5	0	69
West Side	110	58	88	23	11	290
Alternative High Schools	1,161	654	860	209	74	2,958

TABLE B-2
Percentage Outcomes for the Class of 1987,
by School and Superintendency

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Art & Design	11.6%	69.9%	5.8%	8.9%	3.9%	415
A. Philip Randolph	19.3%	63.5%	5.0%	12.3%	0.0%	342
Chelsea	21.4%	46.5%	20.5%	11.2%	0.5%	215
Fashion Industries	15.9%	51.1%	20.0%	12.7%	0.3%	370
F. H. Laguardia	18.4%	68.0%	3.1%	10.3%	0.2%	641
George Washington	35.1%	21.3%	33.5%	9.4%	0.7%	874
Graphic Comm. Arts	29.8%	35.4%	27.3%	7.1%	0.5%	396
Humanities	16.7%	45.9%	9.5%	27.4%	0.5%	401
Julia Richman	28.1%	30.6%	31.1%	9.3%	0.9%	847
Louis D. Brandeis	29.9%	24.3%	32.1%	13.3%	0.4%	753
Mabel D. Bacon	28.0%	50.9%	12.5%	8.7%	0.0%	289
Martin Luther King, Jr.	21.9%	38.0%	30.1%	8.6%	1.4%	561
Math And Science	17.9%	68.3%	3.3%	10.4%	0.0%	240
Murry Bergtraum	20.6%	62.6%	8.0%	8.6%	0.1%	712
Norman Thomas	23.9%	62.0%	8.7%	4.9%	0.6%	715
Park West	24.9%	28.2%	35.2%	11.7%	0.0%	684
Seward Park	31.8%	34.9%	22.0%	10.7%	0.7%	1,042
Stuyvesant	9.9%	83.1%	0.6%	6.3%	0.1%	698
Washington Irving	25.4%	39.2%	25.5%	9.6%	0.3%	678
Manhattan	23.9%	46.0%	19.3%	10.2%	0.6%	10,873

Table B-2 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Adlai E. Stevenson	26.2%	34.3%	25.2%	14.3%	0.2%	1,200
Alfred E. Smith	51.7%	30.9%	9.8%	7.3%	0.3%	356
Bronx H.S. Of Science	11.1%	80.9%	1.0%	6.9%	0.0%	781
Christopher Columbus	22.4%	43.9%	22.2%	10.8%	0.7%	868
Dewitt Clinton	31.6%	27.8%	29.5%	10.9%	0.3%	1,151
Evander Childs	27.1%	29.8%	29.0%	13.6%	0.5%	862
Grace Dodge	18.9%	44.8%	21.3%	14.6%	0.4%	534
Harry S. Truman	22.9%	51.9%	11.8%	13.4%	0.2%	621
Herbert H. Lehman	21.0%	51.4%	19.9%	7.2%	0.5%	613
James Monroe*	44.6%	4.5%	36.0%	14.6%	0.4%	561
Jane Addams	21.8%	51.2%	21.4%	5.2%	0.4%	248
John F. Kennedy	32.0%	34.2%	20.3%	12.8%	0.7%	1,580
Morris	23.2%	20.0%	36.4%	20.0%	0.4%	500
Samuel Gompers	26.0%	41.0%	20.1%	13.0%	0.0%	339
South Bronx	26.0%	17.1%	40.7%	15.1%	1.2%	258
Theodore Roosevelt	21.7%	20.4%	37.9%	19.3%	0.8%	1,046
University Heights	100.0%	0.0%	0.0%	0.0%	0.0%	16
Walton	25.9%	35.2%	25.8%	12.6%	0.5%	883
William H. Taft	22.6%	20.5%	42.2%	13.9%	0.8%	837
Bronx	26.3%	35.2%	25.2%	12.8%	0.5%	13,254

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

Table B-2 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Bushwick*	42.9%	3.7%	34.9%	18.1%	0.5%	651
Canarise	27.9%	49.5%	8.8%	12.8%	1.0%	594
Clara Barton	22.1%	63.9%	7.2%	6.9%	0.0%	598
East New York	25.8%	25.8%	33.6%	14.5%	0.4%	283
Edward R. Murrow	12.3%	78.3%	2.0%	7.2%	0.2%	664
Erasmus Hall	25.5%	34.9%	27.4%	11.7%	0.5%	1,114
Franklin D. Roosevelt	21.5%	42.0%	14.2%	22.1%	0.2%	1,034
George W. Wingate	45.9%	17.8%	20.0%	14.6%	1.6%	740
James Madison	22.5%	51.6%	12.9%	12.8%	0.1%	852
John Dewey	29.4%	55.6%	6.5%	8.4%	0.2%	898
Midmood	11.4%	74.3%	6.0%	7.5%	0.8%	665
New Utrecht	24.7%	46.1%	17.5%	10.8%	0.9%	865
Paul Robeson	0.0%	0.0%	100.0%	0.0%	0.0%	2
Prospect Heights	41.3%	23.5%	20.0%	14.2%	1.0%	584
Samuel J. Tilden	28.1%	45.1%	14.2%	12.2%	0.4%	773
Sheepshead Bay	25.6%	45.1%	17.5%	11.6%	0.2%	577
South Shore	20.4%	56.1%	8.6%	14.4%	0.5%	957
Thomas Jefferson	22.5%	21.4%	39.7%	16.4%	0.0%	463
William H. Maxwell	16.8%	54.1%	20.0%	9.1%	0.0%	375
Brooklyn	25.9%	44.6%	16.2%	12.7%	0.5%	12,689

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

Table B-2 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Abraham Lincoln	25.0%	45.5%	18.0%	10.9%	0.5%	571
Automotive	31.9%	31.6%	26.5%	9.7%	0.3%	310
Boys And Girls	33.3%	19.9%	38.3%	8.2%	0.3%	944
Brooklyn Technical	24.2%	63.5%	1.5%	10.8%	0.0%	919
Curtis	21.2%	50.7%	13.2%	14.3%	0.7%	448
Eastern District	28.0%	20.5%	34.1%	17.1%	0.3%	1,178
Eli Whitney	30.0%	29.3%	30.4%	10.2%	0.0%	283
Fort Hamilton	30.7%	39.8%	19.4%	9.4%	0.6%	1,029
George Westinghouse	33.3%	45.8%	10.5%	7.7%	2.8%	430
John Jay	38.0%	27.1%	24.4%	10.2%	0.3%	708
Lafayette	35.9%	35.0%	17.3%	11.7%	0.2%	658
New Dorp	20.1%	59.1%	13.2%	7.5%	0.1%	844
Port Richmond	18.5%	58.7%	11.2%	11.6%	0.0%	658
Ralph Mckee*	54.6%	5.9%	25.2%	14.3%	0.0%	119
Sarah J. Hale	23.0%	29.8%	37.8%	9.0%	0.4%	688
Staten Island Technical	1.6%	98.4%	0.0%	0.0%	0.0%	62
Susan Wagner	16.0%	64.8%	9.5%	9.5%	0.3%	664
Telecommunications	0.0%	20.0%	60.0%	10.0%	10.0%	10
Tottenville	11.5%	68.7%	9.9%	9.6%	0.4%	942
William E. Grady	37.1%	43.5%	9.7%	9.7%	0.0%	372
BASIS	26.4%	43.2%	19.5%	10.6%	0.4%	11,837

*Graduation data for these schools were incomplete at the time this report was prepared. The update for the Class of 1987 will contain complete graduation information.

Table B-2 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Andrew Jackson	25.8%	36.6%	23.2%	14.2%	0.2%	803
August Martin	27.0%	59.2%	7.2%	6.6%	0.0%	515
Aviation	36.9%	45.6%	8.9%	8.6%	0.0%	463
Bayside	19.7%	59.0%	6.5%	14.5%	0.3%	737
Beach Channel	24.3%	38.3%	21.2%	15.6%	0.6%	538
Benjamin Cardozo	20.8%	59.6%	5.5%	13.9%	0.3%	693
Far Rockaway	24.6%	36.2%	23.2%	15.3%	0.7%	672
Flushing	25.9%	44.2%	10.7%	18.6%	0.7%	727
Forest Hills	13.6%	66.7%	9.5%	10.0%	0.2%	961
Francis Lewis	23.7%	52.7%	12.5%	10.8%	0.3%	583
Franklin K. Lane	20.5%	38.5%	30.2%	10.0%	0.9%	1,175
Grover Cleveland	17.9%	47.9%	24.8%	9.0%	0.4%	996
Hillcrest	23.7%	49.9%	13.9%	12.5%	0.1%	1,001
Jamaica	22.0%	54.0%	5.3%	18.5%	0.3%	791
John Adams	16.2%	49.8%	21.5%	12.1%	0.4%	803
John Bowne	17.5%	55.3%	9.3%	17.5%	0.5%	847
Long Island City	23.2%	38.2%	21.0%	16.9%	0.7%	557
Martin Van Buren	13.6%	68.8%	6.7%	10.7%	0.2%	580
Newtown	23.8%	47.4%	9.9%	17.6%	1.3%	1,312
Queens Vocational	26.1%	43.6%	19.5%	10.0%	0.9%	349
Richmond Hill	18.4%	45.1%	22.6%	13.3%	0.5%	548
Springfield Gardens	31.8%	35.8%	16.7%	14.9%	0.9%	696
Thomas Edison	25.2%	45.4%	20.3%	9.2%	0.0%	469
Townsend Harris	0.0%	0.0%	0.0%	100.0%	0.0%	1
William C. Bryant	23.4%	44.4%	19.5%	12.4%	0.3%	991
Queens	22.2%	48.5%	15.6%	13.3%	0.5%	17,808

Table B-2 (continued)

School	Still Enrolled	Graduates	Dropouts	Discharged	Status Unknown	Total N
Bronx Regional	46.2%	11.5%	34.1%	6.6%	1.6%	182
Brooklyn College Academy	73.3%	6.7%	6.7%	6.7%	6.7%	15
City-As-School	51.7%	29.2%	11.9%	4.7%	2.5%	472
Concord	33.7%	25.5%	33.7%	6.1%	1.0%	98
High School Redirection	28.8%	10.5%	54.8%	5.0%	0.8%	361
International School	40.0%	0.0%	0.0%	40.0%	20.0%	5
Liberty	0.0%	0.0%	0.0%	0.0%	0.0%	0
Lower East Side Prep	20.5%	26.4%	38.2%	14.0%	0.9%	322
Middle College	40.6%	34.9%	14.3%	9.7%	0.6%	175
N.Y.C. Voc. Training Center	44.1%	38.2%	11.8%	2.9%	2.9%	34
Pacific	66.5%	6.4%	16.5%	9.6%	1.1%	188
Park East	27.6%	15.1%	38.2%	17.1%	2.0%	152
Phoenix School	37.8%	18.0%	26.1%	0.0%	18.0%	111
Satellite Academy-Brooklyn	3.8%	38.5%	57.7%	0.0%	0.0%	26
Satellite Academy-Manhattan	42.6%	28.8%	23.1%	2.8%	2.6%	458
Street Academy-Brooklyn	23.2%	24.6%	44.9%	7.2%	0.0%	69
West Side	37.9%	20.0%	30.3%	7.9%	3.8%	290
Alternative High Schools	39.2%	22.1%	29.1%	7.1%	2.5%	2,958